DOCUMENT RESUME

ED 213 956 CE 031 759

TITLE Communication in Health Occupations: I--General. Health Occupations Education Module.
INSTITUTION Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE [77]
NOTE 33p.; For related documents see listing in note of CE 031 758.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Behavioral Objectives; *Communication (Thought Transfer); *Communication Skills; Educational Resources; *Individualized Instruction; *Learning Activities; *Learning Modules; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals)

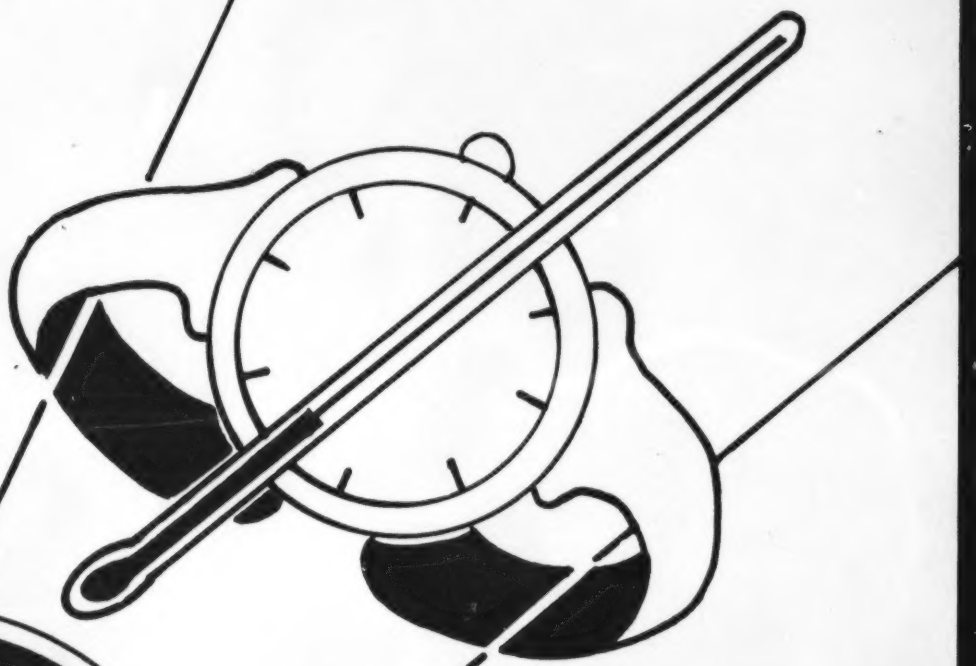
ABSTRACT

This module on communication in health occupations--general--is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., after completing the required readings and film viewings, name five components of communication), and four or five activities (e.g., participate in the game called "Anticipation"; read the essay on listening and participate in listening exercises). Information sheets are generally provided for each activity. To provide feedback to students, a self-check with model answers is included with each learning experience. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED213956

HEALTH OCCUPATIONS EDUCATION MODULE



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Ford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMMUNICATION IN HEALTH OCCUPATIONS:

I - GENERAL

HEALTH OCCUPATIONS MODULE

designed for the purpose
of individualizing instruction
in the health related occupations
program.

Prepared by...

Temple University of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

DEPARTMENT OF VOCATIONAL EDUCATION

Prof. Dr. Amos C. Rivell, Chairman

In conjunction with...

The Pennsylvania Department of Education

BUREAU OF VOCATIONAL EDUCATION

(Project Number 14-6820)

Program Staff:

Dolores Miller, R.N., Ed.M., Project Director
Gertrude Brown, M.T., Ed.M., Program Assistant
Claire Somp, R.N., B.S., Program Assistant
Lee R. Miller, B.A., Editor
Dorothy Roberts, B.S., Graduate Assistant

Consultants:

A. Louise Harding, R.N., M.A.
Dr. Carolyn Heil
Helen Swaincott, R.N., B.S.
Ruby Smith, R.N., Ed.M.
Rex E. Wright

Acknowledgement...

Special recognition is extended to A. Louise Harding, Senior Program Specialist, Health Occupations Education, Bureau of Vocational Education, for her direction, support and encouragement of this project.

There are no prerequisites to this module.

CONTENTS

INTRODUCTION ..... p. 1

RESOURCES 2

LEARNING EXPERIENCE I

- OVERVIEW 3
- ACTIVITY 1 4
- ACTIVITY 2 5
- ACTIVITY 3 6
- ACTIVITY 4 10
- FEEDBACK 15

LEARNING EXPERIENCE II

- OVERVIEW 17
- ACTIVITY 1 18
- ACTIVITY 2 19
- ACTIVITY 3 22
- ACTIVITY 4 23
- ACTIVITY 5 26
- FEEDBACK 27

INTRODUCTION

Much emphasis is placed upon knowledge and skills in the health occupations, but we must remember that it is the obligation of the professional to place the needs of the patient above all other considerations. In addition to having factual knowledge and skills, it is necessary to develop good communication abilities in order to accomplish health-care goals.

Communication is the process of transmitting information, ideas and attitudes from one person to another.

The purposes of communication may be to inform, influence or even to entertain others. Communication takes place verbally, by the way we speak, or nonverbally, by the way we act or use facial expressions or body language.

In order for communication to take place, there must be at least two persons involved, the "sender" and the "receiver."

RESOURCES

A list of outside resources which supplement those contained within this module follows. Check with your resource person in order to:

1) determine the availability and the location of these resources.
2) locate additional references
3) obtain assistance in setting up activities with peers, if necessary.

Your resource person may be consulted if you have any difficulty with directions, or in assessing your progress at any time.

RECOMMENDED FILMS:

"SPEECH CHAIN"
"SCIENCE BEHIND SPEECH"
"HELLO... I NEED TO TELL YOU SOMETHING"
"IS IT ALWAYS RIGHT TO BE RIGHT?"
Source: Films for Educators, Bell Telephone Film Library, Adelphia House, 1229 Chestnut Street (Room 100), Philadelphia, Pennsylvania, 19107.

SUPPLEMENTARY READINGS:

Alexander Graham Bell (#PE-100)
How the Telephone Works (#PE-104)

Source: Bell of Pennsylvania, One Parkway, 15th Floor, Philadelphia, Pennsylvania, 19102.

RECOMMENDED BOOKS:

Bredow, Miriam, and Cooper, Marian G. The Medical Assistant. 3rd Edition. New York: McGraw-Hill Book Company, Inc., 1970.

Kron, Thora, R.N., B.S. Communication in Nursing. 2nd Edition. Philadelphia: W.B. Saunders Co., 1972.

LEARNING EXPERIENCE I

OVERVIEW

ENABLING OBJECTIVE

After completing the required readings and film viewings, name five components of communication.

ACTIVITY 1

View the film: "SPEECH CHAIN."

ACTIVITY 2

Read the information sheet on "Thought and Perception."

ACTIVITY 3

Participate in the game called "Anticipation."

ACTIVITY 4

Read the essay on "Reading, Writing and Speaking."

FEEDBACK

Self-Check and Model Answers.

ACTIVITY 1

View the film: "SPEECH CHAIN."

(Source: Films for Educators. Bell Telephone Film Library, September, 1976.)

This 19-minute film traces the so-called "speech chain" from the inception of an idea in a speaker's mind to its reception in the mind of the listener.

ACTIVITY 2

INFORMATION SHEET: "THOUGHT AND PERCEPTION"

Before any type of communication can take place, there must be something to communicate, usually a thought or idea. First of all, a thought process begins to operate. A thought process or pattern may involve general and specific ideas. It ultimately leads to a conclusion or communicated idea.

Thinking is a two-way process. It "plans ahead," or anticipates an action. It also looks backward through past experiences, and builds upon the past just as a building is built upon a foundation.

Work in health occupations requires organized thinking, and it seeks to avoid mistakes by dealing with factual information.

By dealing with facts, the conclusions people reach in their thinking are more likely to be correct. Facts are confirmed or accurate statements, whereas opinions may simply be distractions from organized thinking. An opinion is a personal belief, which may or may not be based upon facts. Opinions appeal to the emotions, and it is often desirable for them to be guided by ethical principles of right and wrong.

When thinking is organized and based upon facts, it tends to aid memory and learning. Memory is a word sometimes used to refer to the retention of facts for a short period of time, whereas learning may refer to the storage of facts and the putting together of facts in order to provide meaning to the things we have experienced and to help us to begin to understand the world. Memory and learning are involved in the mind's ability to communicate with other persons.

Perception accompanies the thought process. The mind uses the senses in its flow of ideas and thought. Seeing, hearing, feeling, tasting and smelling form mental images or perceptions. These perceptions make up the observation stage of communication. Perceptions are building blocks of understanding.

An American writer and philosopher, Henry David Thoreau, said that "minds that have nothing to confer find little to perceive." He meant that we must be receptive to the information our senses provide us about the world and other people and things, in order to then have some thoughts and ideas, perhaps even bits of wisdom, which we may try to communicate to others.

Thought and perception are major components of communication.

ACTIVITY 3

GAME: "ANTICIPATION"

PART I: Put on your thinking cap, that is, get into the mood for sensing things and thinking in advance, through anticipation.

1) Pair up with another student.
2) Select one of the following games:
    a. Chess
    b. Checkers
    c. Tic-Tac-Toe.

These are games where you will have to anticipate the moves of your opponent.

3) Make up a score sheet. (next page)
4) You may wish to select another person to act as a monitor or observer.
5) While your opponent is thinking about his or her next move, you will be anticipating that move. Give yourself a point for each correctly anticipated move of your opponent.

You are really playing two games, of course, the regular game of chess, or whatever, and in addition, the "game" of anticipation.

Which game did you win? _____

Which game is more important to win? Give reasons for your answer. _____

_____

_____

The powers of perception need to be developed by the individual health occupations worker. Anticipation is one type of perception. It is a skill of communication.

"ANTICIPATION" SCORE SHEET

PART II:

Anticipation involves being prepared for the unexpected. The least-expected things in life are often the ones most likely to happen.

EXAMPLES --

A. You receive a weekly allowance.

You spend next week's allowance in advance, by borrowing money from a friend. (Anticipation: You will receive your allowance as usual next week.)

Something happens. You do not receive your allowance on the following week. (The Unexpected: No allowance.)

You are unable to pay back the money you had borrowed from your friend. On the other hand, you might have anticipated the unexpected happening, and have stayed within your weekly budget.

B. You are a member of a health care team.

You have been instructed to perform a routine test on a patient.

Because the test is routine, you don't bother to have emergency equipment available. (Anticipation: There will be no emergency; everything will go routinely.)

Suddenly, the patient collapses. (The Unexpected: A patient collapses during a routine test.)

You summon the doctor. He needs emergency equipment in order to assist the patient.

You must rush about in all directions to get all the equipment needed. A lot of time is wasted, and the patient's life may be in danger.

On the other hand, if you had anticipated the unexpected, the laboratory or testing area would have been set up in advance with emergency equipment for every patient. Or at the very least, you would have had knowledge of where such equipment might be obtained in times of emergency.

EXERCISE --

a) Obtain a pack of 3" by 5" index cards.

b) Make up "anticipated actions" on each card. (See sample cards on the next page.)

c) Divide the class into teams of students, no more than five (5) students to a team.

d) Select a team leader. The leader will collect all cards. Duplicate cards will be discarded.

e) The leader will read a card or "anticipated action" to the team members.

f) The team members will discuss preparing for this action, paying particular attention to anticipating the unexpected.

You may wish to have your resource person assist you with this activity.

SAMPLE "ANTICIPATED ACTION" INDEX CARDS:

THERE IS A LIKELIHOOD THAT YOU WILL CHANGE CAREERS SEVERAL TIMES WITHIN YOUR LIFETIME.

Anticipated Action: Prepare a plan or blueprint for changing careers with minimal difficulty.

NEGLECTING TO STUDY CERTAIN SUBJECTS AS A STUDENT OF HEALTH OCCUPATIONS MAY PROVE HARMFUL TO PATIENTS WITH WHOM YOU COME IN CONTACT IN THE FUTURE.

Anticipated Action: Practice the ethical skill of study behavior.

ACTIVITY 4

ESSAY: "READING, WRITING AND SPEAKING"

Reading. Reading is a means of keeping informed, of gathering facts, studying and finding entertainment. We cannot go everywhere or do everything in person, but reading can be a good substitute for going and doing.

Reading is an essential component of health occupations. Health is a constantly changing technology and art. The health occupations worker must keep up with change by reading about new developments in his field.

Reading aids organized thinking. It verifies facts and enhances understanding through the use of words and language to communicate.

Vocabulary is a collection of words. Language organizes its words into a complex system of meaning.

How many words are in the English language and how many of these words do you use? Well, there are some 600,000 words in the English language, giving it one of the richest vocabularies of any language in the world. Most of us use only a few thousand of these words on a daily basis, however. Learning the specialized words pertaining to the health occupations will increase your overall English vocabulary, and more importantly, will assist you in preparing for your career.

Writing. Writing is a means of making our thoughts visible and permanent. Writing reflects our personality and character; it is a means of expressing ourselves.

Writing is a means of exchanging information and facts. It is used to give instructions, to communicate with friends, to help a patient in the hospital.

In the health occupations, writing is used to make a permanent record of patient care. A written statement can determine the diagnosis, treatment and prognosis of a patient. It is a tool of communications which the health care workers have for putting the patient in touch with the health delivery system.

Vocabulary, spelling, language and penmanship are the skills to be developed for effective written communication. The ethical, well-trained health professional takes pride in writing things correctly, writing them clearly and writing them well.

Literacy refers to the ability to read and write. Legibility refers to good penmanship, the ability to write clearly in order that other people may be able to read what you have written.

Speaking. Speaking is a verbal means of interaction with others. It is a means of transferring information and facts, of giving directions, talking with friends and patients, of interviewing and teaching.

Speaking is the tool of both prepared and unprepared conversation. Reading and writing are tools for preparing a speech. Unprepared speaking, talking, can be very revealing about a person's behavioral outlook and professional commitment.

The health team member:

a) thinks before speaking.
b) says nothing when there is nothing to be said.
c) is a good listener.
d) asks pertinent questions.
e) answers questions with factual knowledge.
f) speaks softly and often has a friendly smile for others.

HEALTH CAREERS READING CHECKLIST

All health workers must read continually, in order to keep up with the latest developments in their field. Take stock of your reading habits. Everytime you read something in one of the following types of publications, use a checkmark to indicate this on the appropriate blank.

Type of Publication	Type of Material Read:		
	Health Specialty	Health-related	Other
BOOKS.....			
JOURNALS.....			
MAGAZINES.....			
PAMPHLETS.....			
RESEARCH PAPERS.....			
REPORTS.....			
MEMOS.....			
BULLETINS.....			
CHARTS.....			
TOTALS.....			

WRITING CHECKLIST: Check the items that are familiar to you. For example, if you know what a sentence is and feel that you could define it, place a checkmark on the blank line which follows "SENTENCE."

SENTENCE..... _____

PARAGRAPH..... _____

NOTE..... _____

MEMO..... _____

REPORT..... _____

REQUEST..... _____

REQUISITION..... _____

ORGANIZATIONAL CHART _____

PROCEDURE MANUAL.... _____

OUTLINE..... _____

JOURNAL ARTICLE..... _____

(See the next page, in order to determine how many of the above terms you really are familiar with.)

SPEAKING CHECKLIST: Check the items in which you have participated at some time in your life.

GIVING DIRECTIONS..... _____

ASKING QUESTIONS..... _____

ANSWERING QUESTIONS..... _____

INTERVIEW..... _____

TEACHING..... _____

CONDUCTING A CONFERENCE.... _____

MAKING A SPEECH..... _____

DEFINITIONS:

SENTENCE: A group of words that express a question, a command, a wish, an idea or an exclamation.

PARAGRAPH: One or more sentences which deal with a specific point. A new paragraph is usually indicated by means of an indentation or skipped spaces. (Turn back to the "Reading, Writing and Speaking" essay on pages 10 and 11; indicate by pointing where each new paragraph begins.)

NOTE: A short comment or explanation in written form. It may also be a short informal letter. A comment about a patient's condition may be written on the patient's chart. We write informal letters to our friends.

MEMO, or MEMORANDUM: A written reminder. It is an informal written note. This is an important method of communication within the hospital or medical office. It is a means of giving directions or of relaying messages.

REPORT: An account or a description of a specific happening. It may be a medical report, an administrative report, a report on the patient's condition, or a budget report.

REQUEST: A means of asking for something. It may be a request for a study of a patient, sometimes called an order. A request may also ask for special equipment.

REQUISITION: A written request for something authorized but not made available automatically, for example, a request for medication for a patient, or for a piece of medical equipment.

ORGANIZATION CHART: A chart which indicates the line of authority; it demonstrates who is responsible to whom. It also indicates the relationships between various departments.

PROCEDURE MANUAL: A manual of information about various policies, techniques, rules and regulations, forms, job descriptions, department goals, personnel policies, etc. It describes the who, how, which, what and why of institutional and departmental functions.

OUTLINE: A plan, a preliminary account of a project, or a written summary of a work or speech. It indicates the principle features or different parts of a specific work.

JOURNAL ARTICLE: A written account of information about a specific topic. The information is familiar and organized. It is written according to the requirements of the journal in which it is printed or published. The writer of an article teaches or transfers information. The reader of the article learns and collects facts.

FEEDBACK: SELF-CHECK

1. Name five (5) components of communication.

1) _____

2) _____

3) _____

4) _____

5) _____

2. Name two (2) of these components which are very basic and essential to communication in health occupations.

1) _____

2) _____

3. Refer back to the "Reading" part of the essay on "Reading, Writing and Speaking," on page 10.
How many times does the letter "r" appear in the first four (4) paragraphs?

Answer: _____

4. Matching Test: Write the appropriate letter from the second column in front of the number of its definition in the first column:

_____	1. A group of words that express a question, a command, a wish, an idea, or an exclamation.	A. PARAGRAPH
_____	2. A short comment or explanation in written form	B. MEMO
_____	3. An account or a description of a specific happening.	C. SENTENCE
_____	4. A line of authority.	D. NOTE
_____	5. Indicates the principle features or different parts of a specific work.	E. OUTLINE
_____	6. A written reminder.	F. PROCEDURE MANUAL
		G. REPORT
		H. ORGANIZATIONAL CHART

FEEDBACK: MODEL ANSWERS

1. 1) Thought
   2) Perception
   3) Reading
   4) Writing
   5) Speaking

2. 1) Thought
   2) Perception

3. First paragraph: 12
   Second paragraph: 5
   Third paragraph: 6
   Fourth paragraph: 4

   Total 27

4. C 1.
   D 2.
   G 3.
   H 4.
   E 5.
   B 6.

LEARNING EXPERIENCE II

OVERVIEW

TERMINAL OBJECTIVE

Name seven components of communication. Name five gestures, within the context of health occupations.

ACTIVITY 1

View the film: "SCIENCE BEHIND SPEECH."

ACTIVITY 2

Read the essay on "Listening," and participate in listening exercises.

ACTIVITY 3

View the film: "IS IT ALWAYS RIGHT TO BE RIGHT?"

ACTIVITY 4

Read the essay on "Understanding the Needs of Others," and participate in the related exercises.

ACTIVITY 5

View the film: "HELLO... I NEED TO TELL YOU SOMETHING."

FEEDBACK

Self-Check and Model Answers.

ACTIVITY 1

View the film: "SCIENCE BEHIND SPEECH."

(Source: Films for Educators. Bell Telephone Film Library.)

This 8-minute film explains the importance of everyday speech in helping scientists learn about communication.

ACTIVITY 2

ESSAY: "LISTENING"

Listening is the receiving element of communication. A good listener receives a complete message. Observation, perception and thinking help to interpret the message.

A good listener doesn't merely hear sounds; he receives meaning from the other person's message. One person influences another. This is interaction.

A health worker is a good listener. This requires concentration, understanding of the listening process and an interest in people and their problems.

Concentration is a listening skill. It can be best developed by making yourself listen to something that is difficult to follow or in which to become interested. In the days of television's popularity, listening attentively to the radio may be difficult, especially if it is a discussion program. Practice concentration by listening to one of these radio programs.

Understanding the listening process helps you to understand your patients. Sometimes a patient may not be able to hear, due to a physical impairment, for example:

a) born hard of hearing or deaf.
b) infection or illness.
c) the aging process.

Environmental conditions may also play a role, for example:

a) noise pollution can render a person hard of hearing. It may also interfere with concentration.
b) a patient in pain or discomfort may not pay complete attention to a conversation or be able to concentrate properly.
c) room temperature or poor room ventilation may cause drowsiness and inattention.
d) the monotonous tone of the speaker may bore the patient.
e) a bad attitude on the part of the speaker may also bore the patient, making adequate attention and concentration impossible.
f) the patient may be anxious or frightened.

Self-interest and bad manners in conversation are often to be attributed to poor listening.

EXERCISES:

OBSERVE A GROUP DISCUSSION.

1. Do one or two persons dominate the discussion?
2. Do they talk about themselves?
3. Do they continually relate to their interests?
4. Do they ignore other members of the group?
5. Do they interrupt when someone else is talking?

EVALUATE YOUR OWN LISTENING SKILLS.

1. Does your mind drift while someone is talking?
2. Do you remain interested in the conversation?
3. Do you doodle or make other gestures while someone is talking?
4. Do you respond appropriately?
5. Do you get the major facts?
6. Do you mentally criticize the talker or speaker?
7. Do you have to ask the speaker to repeat things?

WRITE A SUMMARY OF THE CONVERSATION THAT YOU OBSERVED FOR THIS EXERCISE:

COMPARE YOUR SUMMARY WITH THE ANSWERS TO QUESTIONS #1 THROUGH #7 ABOVE.

OBSERVE A PATIENT.

Visit a patient in a hospital. This may be a relative or friend, or you may be able to arrange to visit someone else.

1. What did the patient talk about?
2. Was the patient anxious or scared?
3. Was the patient in pain?
4. Did the patient repeat his/her story?
5. Was the patient glad to see you?
6. What was the chief complaint of the patient?
7. Did the patient ask you to make a return visit?

.....

STATE WHAT YOU HAVE LEARNED ABOUT LISTENING FROM THE ABOVE EXERCISES (BE BRIEF!):

YOU MAY WISH TO DISCUSS THIS EXPERIENCE WITH YOUR PEERS OR WITH YOUR RESOURCE PERSON.

ADDITIONAL COMMENTS:

ACTIVITY 3

View the film: "IS IT ALWAYS RIGHT TO BE RIGHT?"

(Source: Films for Educators. Bell Telephone Film Library.)

This 7-minute film was an Academy Award winner in the category of "Best Cartoon." It is a modern parable which stresses the point that in order to understand "the other guy," it is first necessary to stop and listen to what he has to say.

ACTIVITY 4

ESSAY: "UNDERSTANDING THE NEEDS OF OTHERS"

Before we can communicate effectively, it is necessary to understand the needs of other people. Everyone has needs, and they are reflected in individual actions.

In order to understand the needs of others, you must first be able to understand your own needs. There are physical needs, such as personal hygiene or physical fitness. The "need to belong" is a psychological need. Social needs include making friends, or interacting with people. Having enough money to complete your health career studies is certainly a financial need. Special needs are individual and personal. They may be an integral part of the person, or the result of an unexpected occurrence, or an external condition.

Everyone is a "V.I.P.," a VERY INDIVIDUAL PERSON.

Know yourself. You may be creative, intelligent, personable, understanding, efficient, ethical, professional. You are on the way toward becoming a health team member.

You are what you do and say. Actions do speak louder than words. Actions can portray satisfied or unsatisfied needs.

"HAPPINESS IS HAVING A HEALTH OCCUPATION!" Happiness may be communicated verbally by words, or nonverbally by actions.

The effective worker in the field of health occupations is always aware of and interested in the world that surrounds the patient. He tries to see the world through the patient's eyes.

Patients have needs, needs which are always special and important to him/her. The patient is a "V.I.P.," a VERY INDIVIDUAL PATIENT. The patient's actions express clues of illness, depression, anxiety, pain, getting better, even of dying. Neither you nor the patient can afford to ignore these important communication clues.

YOU MUST "LISTEN TO" YOUR PATIENT'S ACTIONS. THE PATIENT ALWAYS "HEARS" YOUR ACTIONS.

EXERCISES:

I. Make a list of your personal qualities.

Add your personal needs to this list.

Ask a friend or relative to check the list and comment on it.

II. Observe one of your peers during the performance of one of the module activites, without the other person being aware of your observation.

1) What can you determine from this person's actions?
   a) Does he or she make too many gestures?
   b) Does he or she laugh too much?
   c) Does he or she frown, wrinkle the nose, raise the eyebrows, wear a smile?
   d) Does he or she touch other people while talking?
   e) Does he or she stand or sit erect or does he or she slouch or droop during the conversation?

2) Summarize these observations, and include and other actions observed which were not included in the above questions.

GESTURES

Attitudes, emotions and feelings may sometimes be detected by gestures. A gesture is a mode of action. The health worker should be aware of:

1) FACIAL EXPRESSIONS, which indicate the present emotions. A smile doesn't always say that the patient is free of pain overall.

2) LAUGHTER, which doesn't always mean that the patient is happy. It may be a nervous laugh.

3) A FROWN, which may indicate concentration, confusion, pain, or even anger.

4) A WRINKLED NOSE, which may indicate disagreement or disgust.

5) RAISED EYEBROWS, which may indicate interest or a questioning attitude.

6) ONE RAISED EYEBROW, which may mean "I don't believe you."

7) MOUTH MOVEMENTS, which may mean tension or anxiety.

8) POSTURE, which may indicate interest or boredom. A slouch usually shows disinterest.

9) TOUCH, which may demonstrate a search for comfort, a thank you, a need for reassurance. Your touch may mean comfort, thank you, reassurance to the patient. Be careful, for it may also indicate anger, annoyance, fear. There is a right time and place for this type of communication.

10) A HANDSHAKE, which may be friendly or unfriendly. It may be hearty or limp.

11) VOICE and WORDS SPOKEN, which can mean the difference between "No time for you!" or "Not educated!"

12) BEDSIDE MANNER, which is an important means of communicating with the patient. It is the art of being professional.

With your new awareness of the importance of gestures in communication, reconsider the patient you observed in Activity 2, page 21, and try to remember any of the patient's gestures which might provide a clue to his or her attitude and feelings.

Comments:

ACTIVITY 5

View the film: "HELLO... I NEED TO TELL YOU SOMETHING."

(Source: Films for Educators. Bell Telephone Film Library.)

This 20-minute film explores the world of interpersonal communication by emphasizing the need for all people to develop a greater awareness of each other's needs.

Discuss this film with your peers.

1) What have you learned from the film?

2) How does the film relate to the content of this module?

3) Is there any relevant point in the film that was not discussed in this module?

   If so, what is it? Discuss.

FEEDBACK: SELF-CHECK

1. Name seven (7) components of communication.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

2. Name five (5) gestures, and discuss their possible significance within the context of health occupations.

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

5) _____

_____

FEEDBACK: MODEL ANSWERS

1. 1) Thought
   2) Perception
   3) Reading
   4) Writing
   5) Speaking
   6) Listening
   7) Acting

2. Any five (5) of the following:
   1) Facial expressions
   2) Laughter
   3) Frown
   4) Wrinkled nose
   5) Raised eyebrows
   6) One raised eyebrow
   7) Mouth movements
   8) Posture
   9) Touch
   10) Handshake
   11) Voice or words spoken
   12) Bedside manner

(Refer back to page 25, for their possible significance within the context of health occupations.)